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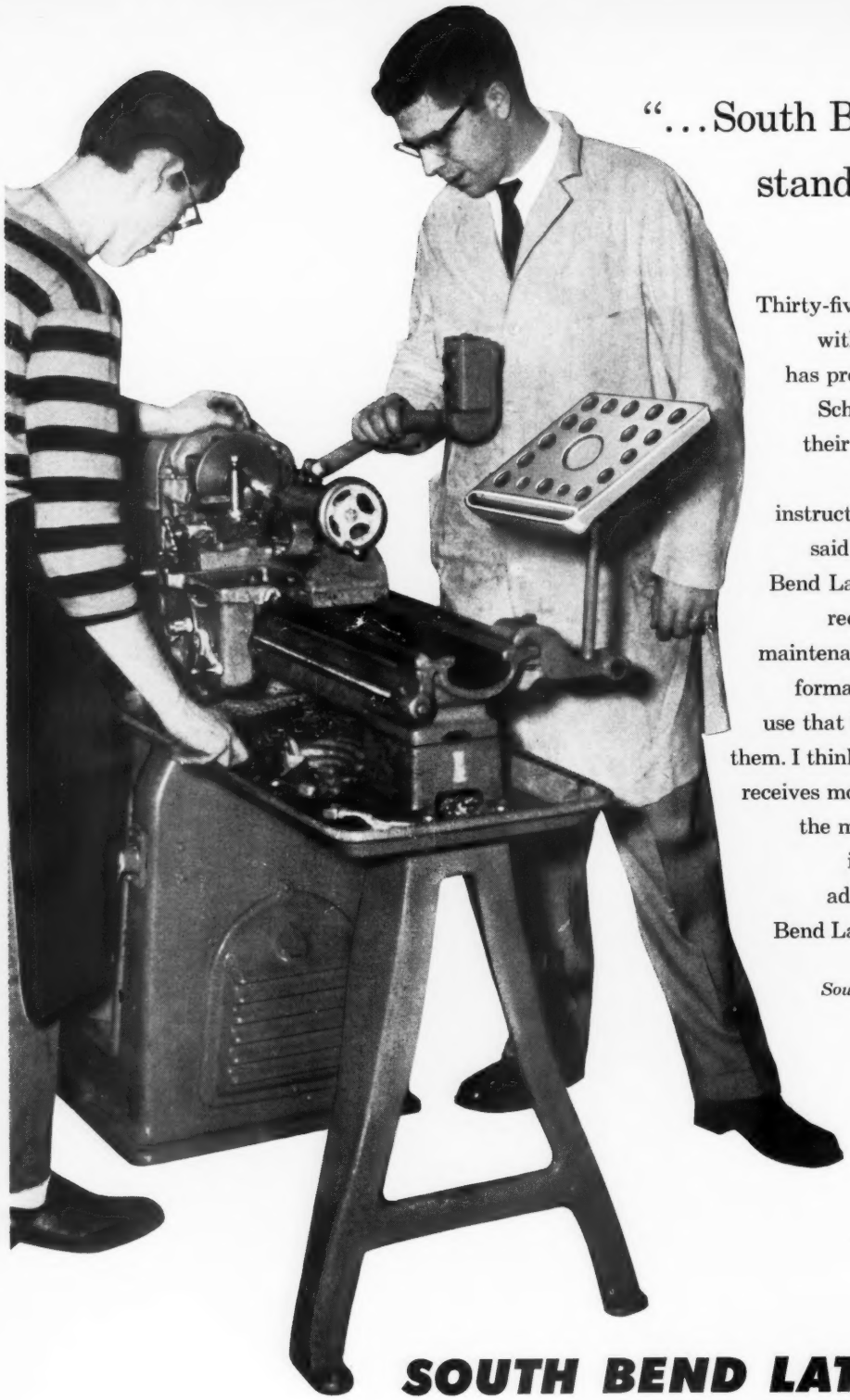
DECEMBER 1960



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HERE AND THERE

The Ministry of Education of Nationalist China has awarded a gold medal to Harry C. Schmid, Chief of the ICA's Education Division in China. The medal was presented in recognition of Schmid's contribution to the promotion of education in Free China. Mr. Schmid is a past president of the AVA. He has been on Taiwan (Formosa) since 1957.

●

John G. Glavin, Massachusetts Supervisor of Agricultural Education, retired on October 1 after 39 years in vocational agriculture.

●

Harold Baxter, department chairman and former instructor of industrial arts and vocational subjects at Norwich (N. Y.) High School, recently was appointed as an Associate Education Supervisor in the Bureau of Industrial Arts Education, New York State Education Department, Albany. Mr. Baxter will supervise in the southern and western part of the state with Dr. Herbert S. Seckendorf.

The trade and industrial and distributive education people in Alabama have organized an AVA Life Membership Club for the purpose of having a nucleus to promote other life members in Alabama. The President of the Club is Rex Sullivan, with Miss Catherine MacDonell serving as Vice President, and J. F. Ingram as Secretary-Treasurer. The Life Membership Committee is composed of Ben E. Harris, George E. Manley, and W. L. Rickard who will serve as Chairman. Anyone wishing a copy of the constitution of the Life Membership Club of Alabama may write to Rex Sullivan, P.O. Box 2847, University, Alabama.

●

The United States now has considerably less than half as many public school systems as it had in 1942, according to the Bureau of the Census, Department of Commerce. Efforts carried out successfully in various States to reorganize and consolidate small school units have cut the number of local educational systems in the Nation to 42,429—a reduction of more than 10,000 since 1957, approximately 27,000 since 1952, and some 70,000 since 1942.

●

All high school students will be eligible for the first time to compete in a national welding competition sponsored by the James F. Lincoln Arc Welding Foundation. Formerly only vocational agriculture students were eligible. Now students in both agriculture and industrial education may enter the contest. The industrial education division is in two sections: industrial arts and vocational trade and industrial education.

1960-61 awards totaling $15,000 will be given to full time high school students who prepare and send to the Foundation the best descriptions of how arc welding was used on a school supervised project for maintenance, repair, or construction.

Further details may be obtained from the Foundation, Cleveland 17, Ohio.

SOUTHERN FFA FORESTERS VISIT NEW YORK

The six FFA boys pictured above have a lot to be proud of. They're the top winners in the 1960 forestry contest sponsored by the Vocational Agriculture Departments of Virginia, North and South Carolina, Georgia, Florida, and Alabama, and the Seaboard Air Line Railroad. Actually, though, there were 24 winners—four from each of the six states.

These FFA-ers were the first place winners: From the left, Tommy Kersey, Swainsboro, Ga.; Sammy Abbott, Darlington, S.C.; Jimmy Finley, Grove Hill, Ala.; MacArthur Burnsed, Macclenny, Fla.; William Dalton, Wytheville, Va.; and Butch Plyler, Wesley Chapel, N.C. The expert tree farmers flank Robert N. Hoskins of the Seaboard Air Line Railroad and The Honorable Robert F. Wagner, Mayor of New York City. Hoskins escorted the winners to New York to attend a special luncheon honoring their achievements. They presented a southern-bred ham to Mayor Wagner.

Take a look at the records made by these six boys and the 18 FFA-ers they left behind: In 1960 the 24 boys planted 932,700 seedlings, built over 72 miles of fire breaks, harvested 509,048 board feet of sawlogs and 1800 cords of pulpwood, and pruned nearly 200 acres of trees.

They also went to school.

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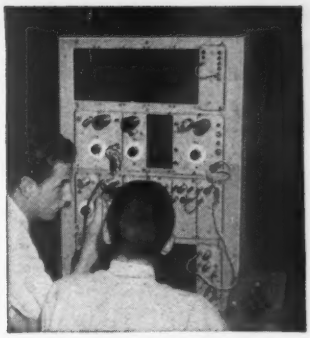

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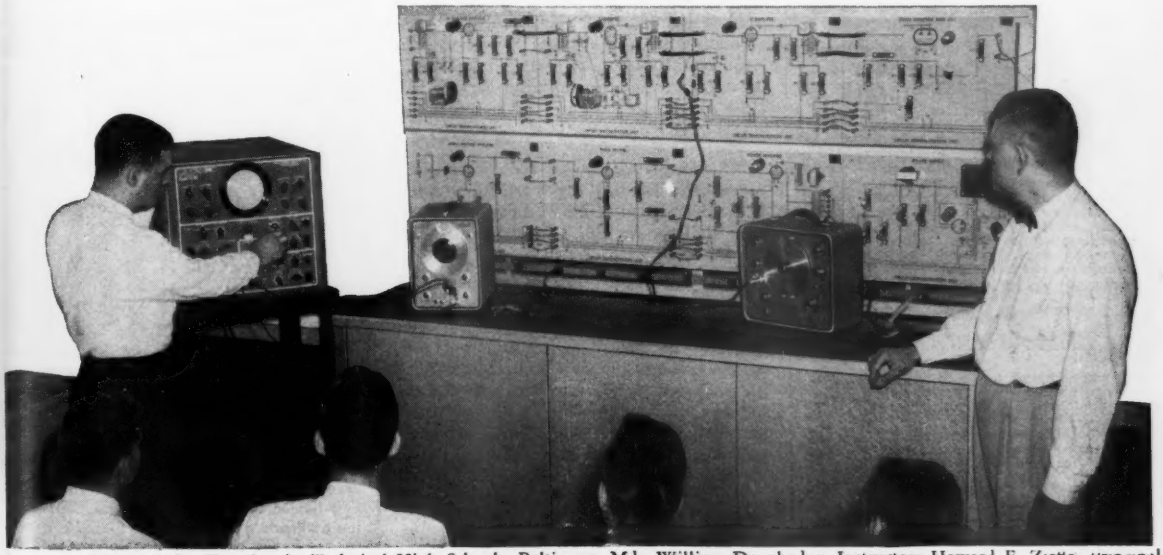

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new books

Education in the Junior High School Years, by James B. Conant, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey, 46 pages. 50¢ or 3 for $1.00, 1960.

The second in Dr. Conant's reports (his first *The American High School Today*) gives his opinion of education in the junior high school. He concludes that the place of grades 7, 8, and 9 in the organization of a school system is of less importance than the program provided for adolescent youth. He recommends a balanced staff of 50 professionals for 1,000 pupils as the minimum acceptable ratio for an adequately staffed school system (20 pupils to a class) and prefers an even higher ratio. Because students in grades 7 and 8 require more instructional periods than 9-12, he suggests a ratio of 59 professionals to 1,000 students in 7 and 8 and 52 for 1,000 students in 9-12. This is required reading for school boards and parents of junior high school students.

Theory and Practice of Arc Welding, by Raymond J. Sacks. D. Van Nostrand Company, Inc., Princeton, N. J. 1960, 478 pages.

This textbook presents an original course of study in arc welding theory and practice in accordance with the current practices in industry and the recommendations of the American Welding Society. The first section presents fundamental welding theory and the second section presents a comprehensive welding training course and deals with manipulative skills. The course has proved efficient for the purpose of completing all welding training requirements involving the metallic arc and the inert arc welding processes.

Promoting Programs of Supervisory Personnel Development, by Earl M. Bowler, U. S. Department of HEW, Office of Education, Bulletin No. 287 OE-84007, Washington 25, D. C. 31 pages. 1960.

This booklet will prove of invaluable aid in helping vocational educators promote their programs of supervisory personnel development. In fact, it will tell them how to promote any course they're interested in attracting enrollees. It gives various proven techniques and aids to promotion and is a "must" for every one in the vocational education field. Mr. Bowler is to be commended.

Dress, by Bess V. Oerke, (Revised) Chas. A. Bennett Co., Inc., Peoria, Illinois, 575 pages. 1960, $4.96.

Designed for the high-school course on clothing, this book will give the teen-ager information on how to buy clothes, how to make them, color coordination, the appropriate outfit for various social and school functions. In fact, she'll get answers to just about anything she can think up on the subject.

German and Austrian Porcelain by George W. Ware, L. E. Weyhe, Inc., 794 Lexington Avenue, New York, N. Y. 244 pages, $10. 1960.

This exquisite book is a real "collector's item." It will prove a joy to the amateur, an invaluable reference to the connoisseur, and a "must" to every dealer and porcelain collector. It is a fascinating account of the history, economics, geography, science, politics, superstition and intrigue which are associated with the development of porcelain.

Standard Book of Quilt Making and Collecting, by Marguerite Ickis, Dover Publications, Inc., 180 Varick St., New York 14, N. Y. $2.00. 1960.

This is an easy to follow guide that covers every aspect of quilting from the selection of patterns and material to the final "setting." A large selection of patterns is offered, including the Pennsylvania Dutch, Basket motif, Tree of Life and Friendship.

See Page 27 For Additional Book Listings

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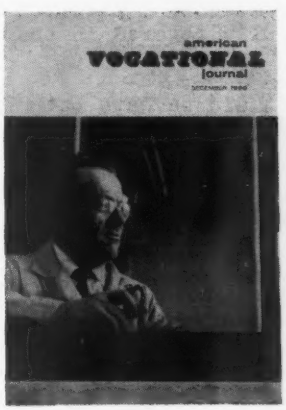

THE COVER: A few years ago Edward Steichen assembled a collection of untitled photographs describing "The Family of Man." Those who have seen that collection know it's a true work of art combining great depth and feeling. We have our own nomination for Mr. Steichen's exhibit—the picture that appears on this month's JOURNAL. It was taken by Carl Purcell of NEA and shows Mr. Lewis Larchar, shop teacher at New York City's George Washington High School. We have, Steichen-like, left it untitled because too many good titles crowd our mind. We think you'll agree that this picture is a rare find—and, in its own way, a work of art.

Latest Word from Washington

This issue of the JOURNAL is devoted to general interest articles from five of AVA's six divisions. Inasmuch as Home Economics took up virtually all of last month's JOURNAL -- and we've received many glowing letters on our choice of subject matter -- we felt we should skip that field in December. Of special note in this issue is the "lead" article on vocational education in Illinois by Dr. Harold Hand. We think it a most thought-provoking exposition for administrators and teachers all over the country.

THE PRESIDENTIAL ELECTION is over. The winner -- Senator John F. Kennedy -- is unequivocally committed to maintaining federal appropriations for vocational education at the full authorized level and to supporting new laws authorizing additional funds for the program. In the closing days of the campaign Senator Kennedy wrote a letter to many vocational teachers and officials throughout the nation stating:

"I am in favor of the repeal of the Bush amendment so that funds for "area vocational education programs" may be used for all phases of vocational education."

If the party platform pledges and promises by the President-Elect are honored and carried out during the next four years -- as we believe they will -- we should witness all out support for the further development and improvement of vocational education.

If this occurs, it will certainly be a change from what we have experienced during the past eight years -- during which time the 1952-60 Administration recommended each year that either drastic cuts in federal vocational funds be made or that the vocational laws in their entirety be repealed.

Throughout the campaign the JOURNAL kept its readers informed of the party platforms and the promises of the two candidates as they related to vocational education. We doubt if any Presidential election and its relation to vocational education has ever been more fully covered in the JOURNAL as the one that ended on November 8, 1960.

Never in the history of AVA did we have both Presidential nominees pledge unequivocal support for vocational education as did Senator Kennedy and Vice President Nixon.

The fact that both nominees pledged full support for vocational education is indicative of its popularity and the need for its further development.

The economic growth of our nation as set forth in letters by both Mr. Nixon and Mr. Kennedy is dependent in large measure on the skill and productivity of our people and vocational education plays a major role in helping citizens acquire skills and knowledge they need in order to be efficient producers.

It should be encouraging indeed to all vocational educators to know that two great national leaders -- representing the two major political parties of our nation -- were willing to set forth in writing their unequivocal support of federal funds for vocational education. This has never happened before.

CONVENTION. The February 1961 issue of the JOURNAL will be devoted largely to a report of the 54th Annual Vocational Convention being held in Los Angeles, December 5-9.

KNOWLEDGE - SKILL - SERVICE. A few days ago while in the office of an oculist I saw in a beautiful frame the following statement:

"To understand what to do is KNOWLEDGE

To be able to do it is SKILL

To see that it is done right is SERVICE."

As I read this truthful statement I could not help but think of the great role vocational education has played through the years in providing the masses of our people with knowledge, skill and the ability to render needed and efficient service.

Knowledge and skill have indeed made the United States the most productive and powerful nation in the history of mankind. The people of this country enjoy the highest standard of living of any people anywhere, any time.

Yet in face of these facts there are some who have forgotten and would have others forget the fact that we have gained economic superiority over all other nations and our high standard of living because we have developed and maintained a great education program that includes the teaching of knowledges and skills that can be applied to everyday problems. There are those -- fortunately few in number -- who advocate the elimination of vocational and practical arts courses from the curricula of our secondary schools. They would have us force every child to take the same course, regardless of interest and individual differences. They clamor for a secondary school curriculum devoted exclusively to purely academic and college preparatory courses. They ask us to eliminate vocational programs that have been a major factor in our nation's economic growth.

As we struggle and battle to maintain a sound, effective program of vocational education and take appropriate steps to insure its further development to meet growing needs, we should not overlook the need for expanding and improving -- with emphasis on improving -- instruction in the sciences, mathematics and languages. Vocational education should not crowd out of the curriculum adequate instruction in science and other needed academic subjects; neither should these courses crowd out needed and necessary programs of vocational education. It should never be a question of one versus the other. There should be both.

We should never forget the fact that a nation in order to function efficiently must have skilled people who know how to apply scientific and technical knowledge and make it work for man. It is not enough just to have people with an academic knowledge of science and technology.

M. D. MOBLEY, Editor-in-Chief and
Executive Secretary

A new hand-fitting torpedo level, the No. 39 Compact, is announced by The Columbian Vise & Mfg. Co., Cleveland. Made of die cast aluminum, it is nine inches long, weighs ¼ pound, and has one plumb, one 45° vial and one level. Frame is finished in blue with bright top plate. Each level is packed in a dustproof plastic pouch.

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"How nursing care can be improved" will be the topic under discussion by the American Nurses' Association at four locations next February and March. Scheduled for New York City, Portland (Ore.), Denver, and Los Angeles, the four-day conferences will cover all areas of improvement in nurs ing practices. Meeting dates are Feb ruary 14, February 28, March 5, and March 15 respective to the cities named above. Additional information may be obtained from ANA, 10 Columbus Circle, New York 19, N. Y. Both ANA members and non-members may at tend.

The School of Education of New York University announces the appointment of Mr. William Weaver as instructor in the Department of Vocational Education. Mr. Weaver has served as a teacher of industrial arts for the past four years at the Windsor Central School, Windsor, New York, and he now will take charge of the Industrial Arts Comprehensive General Shop at New York University.

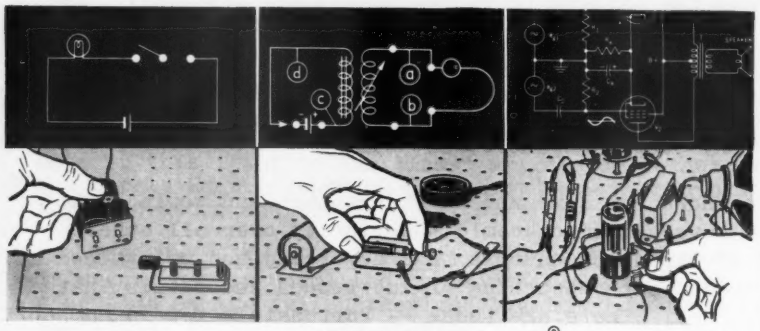
Garrett Tubular Products, Inc., offers Model 4000A Adjustable Typing Table with the adjustable platform in the center of the table. This platform will accommodate the largest of electric typewriters and will adjust from 26" to 30" high, controlled by one concealed crank. There are two large writing platforms—one on the left and one on the right for copy and notes.

Florida State Superintendent Thomas D. Bailey announces the appointment of Dr. Ralph Steeb as Consultant in Industrial Arts. The appointment became effective September 12. Dr. Steeb replaces Dr. E. L. Kurth who, on September 1, assumed the position of Assistant Director for Vocational and Adult Programs.

●

". . . Vocational retraining programs are desirable for most unemployed, even in cases where no new jobs are immediately available, particularly for employments which appear to be expanding . . . There must (also) be an increasing number of facilities available for upgrading, updating and retraining the employed population. The shifting job trends and occupational qualifications demand a change in the work force. Adults who have been trained in their youth for their current jobs should be encouraged to qualify for the new ones so that the problems of later adjustment are eased. . . Education and training are no longer merely a concern for the young. The adult must adapt himself to the trends of the economy and acquire the new knowledge and skills which will enable him to perform effectively and competently. Retraining and new training are essential to these ends. . ."

—Solomon Barkin,
Automation and the Community



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Undervocationalized—a new word describing some Illinois schools—may apply in any state. The studies presented here may have wide application.

Illinois' Needs and the Coolie Philosophy

Harold C. Hand
Professor of Education
University of Illinois

"Fully three-fourths of the male and one-third of the female graduates of downstate Illinois (non-Chicago) high schools who go directly into gainful employment do so with less than the minimum amount of vocational education necessary for successful entry into any occupation. They are little, if at all, above the level of common labor."

"Only one out of five of these high schools offers the requisite amount of work in vocational industrial education. Only about one-third and two-thirds, respectively, do so in the fields of vocational business education and vocational agriculture."

"However, four-fifths of the downstate Illinois high schools offer sufficient work in vocational home economics . . . sufficient to enable girls to make a successful beginning in related occupations."

"Fully three-fourths of the male and one-third of the female graduates of downstate Illinois (non-Chicago) high schools who go directly into gainful employment do so with less than the minimum amount of vocational education necessary for successful entry into any occupation. They are little, if at all, above the level of common labor."

"Only one out of five of these high schools offers the requisite amount of work in vocational industrial education. Only about one-third and two-thirds, respectively, do so in the fields of vocational business education and vocational agriculture."

"However, four-fifths of the downstate Illinois high schools offer sufficient work in vocational home economics . . . sufficient to enable girls to make a successful beginning in related occupations."

These are among the principal findings of two statewide studies recently conducted by the writer under the auspices of the Office of the Superintendent of Public Instruction, Springfield, Illinois.

The first of these two studies is known as the Analysis of Programs Completed Study—or the APC Study, for short. This investigation was made in a stratified sample of all downstate public high schools in the state. Stratification was by school size, as follows:

School Size A—250 or more graduates
School Size B—100-249 graduates
School Size C—50-99 graduates
School Size D—fewer than 50 graduates.

Forty-six schools (Size A, 9; Size B, 9; Size C, 7; Size D, 21) were drawn in the sample. The data population was drawn from the graduating class of June 1957. All of the graduates of size D schools were included. In each of the other schools the roster of the graduates was arranged in descending order of IQ, then each second name on this rearranged list was selected. All told, the 9th through the 12th grade records of 3,175 graduates (1,557 boys and 1,618 girls) were scrutinized in this study.

The second study is known as the APO Study—the Analysis of Programs Offered Study. It was conducted during the 1959-60 school year. All the public high schools in downstate Illinois were invited to participate in this investigation, and 61% did so. How representative as to school size and wealth of district these 394 responding institutions are can be judged from the data in Table 1.

The data of Table 2 reveal that about one-third of the 3,175 graduates in the June 1957 class who were caught in the sample for the APC Study entered some gainful occupation either by or before the time the 1957-58 school year began. This was true of a slightly larger proportion of the girls (36%) than of the boys (32%). Roughly one-third (31-35%) of all the graduates of the schools which had awarded 50 or more diplomas, but well over two-fifths (44%) of those who had attended School Size D institutions, had become wage earners by or before the fall following their completion of high school.

TABLE 1

Size	Percentage of All High Schools in Downstate Illinois	Percentage of Responding Schools
Fewer than 100 enrolled	13	11
100-399 enrolled	57	56
400-999 enrolled	17	19
1,000 or more enrolled	13	15
Wealth		
Category 1 (highest)	23	26
Category 2	14	16
Category 3	19	19
Category 4	22	20
Category 5 (lowest)	21	19
Unknown	1	1

An analysis was made of the amounts of work these employed youths had taken in vocational agriculture, vocational business education, vocational home economics, and vocational industrial education. On the basis of consultations with experienced teacher-trainers in each of these subject fields, the writer accepted 6, 8, 4, and 4 semesters of work as the minima ordinarily required to enable a youth to make a good beginning in occupations relating to vocational agriculture, vocational business education, vocational home economics, and vocational

industrial education, respectively. What the application of these criteria revealed is shown in the data of Table 3. These data show that, as already noted in the first sentence of the opening paragraph on the introductory page, no more than one-fourth of the employed boys and no more than about two-thirds

TABLE 2

PERCENTAGE OF ALL JUNE 1957 GRADUATES WHO ENTERED A GAINFUL OCCUPATION BY OR BEFORE THE FALL OF 1957

	Percentage
Boys	32
Girls	36
School Size A (Largest)	31
School Size B	35
School Size C	33
School Size D	44
All Graduates	34

of the employed girls were adequately prepared in any one of the vocational fields noted. They also reveal that the smaller the school, the larger the proportions of the boys or of the girls who had taken the indicated minima in vocational agriculture or vocational home economics. Quite the contrary was found to be true in respect to the proportions who had satisfied the criteria set for jobs in business and industry. Here the advantage lay with the graduates of the larger schools to a very considerable extent.

The second sentence in the opening paragraph of this article indicates one of the reasons, and probably the chief reason, why so few of the graduates of downstate Illinois high schools, who entered gainful employment following receipt of their diplomas, were prepared to make a good beginning in any job much, if at all, above the level of common labor. In a great many instances the high schools from which they are graduated do not offer the vocational courses which must be taken if such a beginning is to be made. The data of Table 4 mirror this

TABLE 3

PERCENTAGE OF EMPLOYED GRADUATES WHO COMPLETED EACH OF CERTAIN NUMBERS OF SEMESTERS OF WORK IN VOCATIONAL EDUCATION SUBJECTS

	Percentage			
	6 or more Semesters of Voc. Ag.*	8 or more Semesters of Voc. Bus. Ed.	4 or more Semesters of Voc. H. Ec.**	4 or more Semesters of Voc. Ind. Ed.
Boys	8	3		14
Girls		38	30	
School Size A (Largest)	1	25	7	26
School Size B	8	21	24	5
School Size C	12	14	45	0
School Size D	25	14	85	0
All Employed Graduates	8	21	30	14

* Boys only
** Girls only

highly unsatisfactory situation. In the schools of less than 1,000 enrollment, from 85% to as high as 95% of the girls have four or more semesters of work in vocational home economics available to them, a circumstance which exists in only two out of every five schools in the largest enrollment category. But in the other field of work most commonly open to girls, minimum preparation can be secured in fewer than two-fifths of the schools of any size. It will be noted that the percentages for vocational business education range from a low of 14% for the schools of less than 100 enrollment to 37% for those with from 400 to 999 students. Boys can secure the minimum preparation in vocational agriculture in from one-half to three-fourths of the high schools with enrollments of less than 1,000, but this is true in less than a third of the institutions in the largest school-size category.

Not quite three-fifths of the high schools enrolling

TABLE 4

PERCENTAGE OF SCHOOLS INCLUDING GRADES 9 THROUGH 12 OFFERING EACH OF CERTAIN AMOUNTS OF WORK IN VOCATIONAL EDUCATION FIELDS

	School Size				
	Below 100	100-399	400-999	1,000 or more	TOTAL
Six or More Semesters of Vocational Agriculture	51%	76%	68%	30%	66%
Eight or More Semesters of Vocational Business Ed.	14	32	37	33	31
Four or More Semesters of Vocational Home Econ.	91	95	85	41	86
Four or More Semesters of Vocational Industrial Ed.	2	14	31	59	21
Minima Offered in Three or More of the Four Fields Noted Above	9	21	26	26	7

more than 1,000 students offer the minimum amount of work in vocational industrial education ordinarily required to make a successful beginning in some industrial occupation. This figure falls to only 31% for the high schools with from 400 to 999 students and to but 14% for those enrolling from 100 to 399 youngsters.

Most unfortunate of all are the boys who attend the institutions in the smallest school-size classification, for in forty-nine out of every fifty of these schools they cannot secure the minimum preparation for any occupation above the level of unskilled labor in industry.

The findings presented in preceding paragraphs make it only too apparent that anyone who says that Illinois high schools are "overvocationalized" is either innocent of any competent knowledge of the facts in the case, or is knowingly preaching a coolie philosophy of secondary education for a substantial proportion of that two-thirds of our young people who do not go to college.

CREATIVE LEADERSHIP

Ernest Kramer

State Education Dept.
Sacramento, Calif.

LEADERSHIP means many things to many people—and about the only constant is that we need some. The essence of leadership is getting people to mobilize on behalf of some aim because they come to desire its realization and want to join in bringing it to pass.

It seems to me that all those things given the tag of leadership might be arranged on a horizontal scale. At the far left of such a scale might be the concept that the leader makes all the basic decisions and spends most of his energy in making those decisions palatable and desirable to those whose lot it is to be followers. At the far right of this imaginary scale of ours would be the concept that the leader is essentially a catalyst—that he encourages the group (the followers) to solve their own problems, to plan for the future—and that it is not necessary for all the vision and all the ideas to come from the leader himself. However, the apparently small difference between the right or the left on this imaginary scale might be easily balanced by the addition of another generally accepted concept: good leadership and bad leadership. There is also involved the essentials of difference between a democratic form of government and a form of government that is non-democratic—autocratic, fascist, or what you will.

An analysis of recent history could perhaps support the contention that a good share of the trouble now confronting the world can be directly related to a paucity of real democratic leadership. One basic truth still holds: a democracy demands, as a very minimum, consent of the governed. But to be truly successful, a democracy should have more participation from its citizens than mere consent.

The emergence of representative government in 1776 initiated on a large scale the process of testing the hypothesis that free men are capable of self-government. It also made possible the concept of abuse of leadership by followers. Mussolini's thesis that democracy was passe because people were tired of liberty has been accepted by sociologists to the extent that human beings do get tired, particularly of political liberty and of the responsibilities, the duties, and the burdens that political liberty involves. Stalin's cold war strategy has been a device to break the spirit of the average man and thus weaken our republic.

Recent developments in the supervisory training programs of industry, as they bear on the problems of leadership, have as one of their keystones the concept of human relations. The hu-

man equation is best solved when the dignity and potential of each individual is given full consideration.

Along with these programs that assisted the supervisor in better understanding of the vagaries of human relations, there developed also a recognition that the management of an industrial plant had no corner on the potential ideas of value to the better conduct of the plant. As a result, it became universal for every major plant to have some sort of internal merit award system which encouraged employees to contribute appropriate ideas

Planner

and to receive commensurate monetary (and other) recognition of these ideas. Today we see everywhere in industry management-training programs based upon the basic tenet that if democratic leadership is good for the country as a whole, it is even more important for the industry of a democratic country.

One of the greatest defects in leadership is the loss of contact with reality. This defect, however, is not always apparent—even to a follower with his eyes open. A leader is necessarily one who encourages the breaking of new paths into new and sometimes unfamiliar territory. He who directs us along the old familiar ways for the most part is not a leader. He is a traffic cop. I should like to suggest that a new dimension in educational leadership should be called *creative leadership.*

In order properly to assess the true nature of educational leadership, perhaps we should look first at the meaning of supervision—what is supervision? It is leadership that assists in the development of a better teacher-learning situation. Supervisors are the expediters. They help to establish communication. They serve as liaison agents to get persons in contact with others who have similar problems or with resource people who can help. They stimulate staff members to look at the extent to which ideas and resources are being shared, and the degree to which persons are encouraged and supported as they try new things.

Supervisors listen to individuals discuss their problems and recommend other resources that may help in the search for solutions. They bring to individual teachers, whose confidence they possess, appropriate suggestions and materials. They sense, as far as they are able, the feelings that teachers have about the system and its policies. And they recommend that the administration examine irritations among staff members. They provide proficiency in group operation and provide the type of meeting place and structure that facilitates communication. They are concerned with helping people to accept each other, because they know that when individuals value each other, they grow through their interaction and will provide a better emotional climate for pupil growth.

The supervisor's role, then, is one of supporting, of assisting, and of sharing. The authority of the supervisor's position is used to promote growth through encouragement of responsibility assumption and creativity rather than through dependence and conformity. This is a pattern of creative leadership—a so-called new dimension.

Technician

Any definition of leadership that restricts the characteristic of leadership to persons in official positions is a denial of real life situations. A person cannot be a leader apart from a group, and hence leadership is, in essence, a quality of group activity.

There will, in addition to the creation of spontaneous initiation among the led, always be instances when immediate and clear-cut decisions will have to be made. Creative leadership recognizes the proper time and the proper way and does it in such fashion that it will not hamper the efficacy of group action. The good leader in action is likely to exhibit characteristic qualities of a planner, a technician, a commander, a coordinator, a trainer, an energizer, and a critic.

The industrial education leader must adjust to changes in the broad economic scene which remove leadership from the realm of the absolute and

Commander

final. Hence it is that *planning* is an undertaking which can never be stopped at any moment with the assurance that it will continue of its own momentum. Planning for effective group cooperation is essentially an evolving and continuing task.

The industrial education leader has special problems as a *technician.* A technician in the sense that he is constantly studying, analyzing, and listening to the trends in industry and the implications therein for industrial education. Recently an executive of the IBM Corporation pointed out that 65 per cent of the gross income of the corporation for 1956 came from products and companies that were not in existence five years ago.

A leader, as a *commander,* should recognize the inherent dangers in giving commands. He should give as few commands as possible. He should avoid negative in favor of positive commands, which are explicit, well understood, and arouse interest.

Perhaps the most significant characteristic of the leader is that of the *coordinator* since bringing into working harmony the activities of numbers of people in groups is rightly felt to be one of the more unique attributes of good leadership. And nowhere is this more in evidence than in industrial education where not only is it neces-

Coordinator

sary to develop the harmonious group action of the educational staff but to include all the ramifications of the relationships of the school with the com-

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BUSINESS EDUCATION TEXTBOOKS: A Yardstick

William Selden
Department of Public Institution
Harrisburg, Pennsylvania

EVALUATION IS AN important responsibility in all aspects of education, and business education is no exception. A business education teacher evaluates many things—pupil achievement, equipment, furniture, supplies, and, last but not least, textbooks. When textbooks are being considered, all available publications should be evaluated before final selection is made.

The Winter 1959-60 issue of Prentice-Hall's *Business Author's Newsletter* brought out the following:

> The late Dr. Mary L. Bell, of San Francisco State College, used to give an important lecture in her class in Principles and Problems of Business Education. Its subject was long remembered by her many students, who probably are all better teachers as a result of it.
>
> In this special lecture Mary Bell told her prospective teachers about the importance of learning to evaluate. She stressed the need for clear thinking before passing judgment on an issue—including the decisions regarding textbook selection. Furthermore, Mary never let the issue remain dormant; she stressed evaluation in all her teaching.
>
> We are all aware that the competition in business-education publishing is rugged, indeed. Prospective teachers should be made aware of this fact, and because of it they must learn to think for themselves. They must feel the necessity for evaluating texts, methods, issues, and so on before making a decision that may affect all the students in their classes. It is the democratic right of every citizen, including teachers, to make decisions—and make them without undue influence. The right decisions are based on the truth only.

When evaluating something tangible in nature, some type of written criterion should be used. Miss Fay Pilkenton, Consultant for Business Education, Georgia State Department of Education, listed 14 factors, including numerous sub-items, that might be considered in evaluating textbooks. They were published in the Spring, 1959, issue of the *B. E. Bulletin*, a publication of the Georgia Department of Education. A revision and an elaboration of this material, set up in checklist form, is on the facing page.

"Textbooks have been criticized and defended, lampooned and supported. But their careful selection is one of the top responsibilities of an educator. For the textbook is an assistant teacher in print."

—In Choosing a Textbook
NEA Journal, March '55

CRITERIA FOR EVALUATING BUSINESS EDUCATION TEXTBOOKS

A check in the first column of these criteria should be considered a positive response and a check in the second column a negative response. It is conceivable that a teacher might want to give some items more weight than others. For instance, the positive responses in items 1 to 4 might be given 5 points each, the responses in items 5 to 8 be given 3 points, and the responses in items 9 to 14 be given 1 point. Then, too, it is possible that a teacher may wish to add comments after some items indicating the reason for a response.

1. ORGANIZATION OF CONTENT MATTER (GENERAL)

a. Covers necessary areas	☐ Yes	☐ No
b. Covers these areas satisfactorily	☐ Yes	☐ No
c. Covers additional areas	☐ Yes	☐ No
d. Additional areas will be	☐ Helpful	☐ Distracting

2. ORGANIZATION OF CONTENT MATTER (SPECIFIC)

a. Content	☐ Stated clearly	☐ Not clear
b. Sequence of material	☐ Satisfactory	☐ Unsatisfactory
c. Terms and vocabulary	☐ Satisfactory	☐ Unsatisfactory
d. Up to date	☐ Yes	☐ No

3. END OF CHAPTER AND/OR UNIT ACTIVITIES

a. Meaningful	☐ Yes	☐ No
b. Varied	☐ Yes	☐ No
c. Thought provoking questions	☐ Included	☐ Not included
d. Organization	☐ Satisfactory	☐ Unsatisfactory

4. ILLUSTRATIONS

a. Size	☐ Satisfactory	☐ Unsatisfactory
b. Relation to subject matter	☐ Satisfactory	☐ Unsatisfactory
c. Captions	☐ Satisfactory	☐ Unsatisfactory
d. Number	☐ Enough	☐ Too many or too few
e. Recent	☐ Yes	☐ No

5. PHYSICAL MAKE UP

a. Binding	☐ Durable	☐ Not durable
b. Cover	☐ Attractive	☐ Unattractive
c. Paper	☐ High quality	☐ Inferior quality
d. Type	☐ Clear and readable	☐ Difficult to read

6. PREFACE

a. Importance of subject	☐ Stated	☐ Not stated
b. Objectives	☐ Stated	☐ Not stated
c. Explanation of content	☐ Stated	☐ Not stated

7. TABLE OF CONTENTS

a. Completeness	☐ Very complete	☐ Incomplete
b. Organization	☐ Satisfactory	☐ Unsatisfactory

8. INDEX

a. Subject	☐ Yes	☐ No
b. Alphabetic	☐ Yes	☐ No
c. Complete	☐ Yes	☐ No

9. COPYRIGHT

a. Date	☐ Three years or less	☐ More than three years
b. Revision frequency	☐ Five years or less	☐ More than five years

10. INSTRUCTIONAL AIDS

a. Teacher's Manual	☐ Available	☐ Not available
b. Workbook	☐ Available	☐ Not available
c. Printed Tests	☐ Available	☐ Not available

11. COMPARISON OF COST (ON QUALITATIVE AND QUANTITATIVE BASIS) WITH OTHER PUBLICATIONS

a. Textbook	☐ About the same	☐ More expensive
b. Workbook	☐ About the same	☐ More expensive
c. Printed Tests	☐ About the same	☐ More expensive

12. PUBLISHER

a. Reputation	☐ Good	☐ Poor
b. Service to schools	☐ Satisfactory	☐ Unsatisfactory

13. AUTHORS

a. Education and experience	☐ Broad	☐ Limited
b. Professional field	☐ Business education	☐ Other
c. Professional standing	☐ Good	☐ Poor

14. OTHER

a. Appropriate title	☐ Yes	☐ No
b. Usage by other schools	☐ Extensive	☐ Limited

GEARING VO-AG TO CHANGING TIMES

A Symposium

Glenn Massengale
Vocational Agriculture Teacher
Paris, Kentucky

At the 53rd American Vocational Convention, a symposium was presented during one of the sessions for agricultural education. We have selected some of the statements which we believe will challenge and interest readers. It is important for readers to recognize that to some extent these materials are taken out of context.

—Editor

We live in a dynamic world, a world of change. Change has been the road to progress in many areas of our existence, including agriculture and agricultural education. I hope we are not leading anyone to believe that we are against change. In fact, *change* is what we have been attempting to bring about! More productive farming, more proficient farming, a better way of life for farm people, and a more wholesome society are evidences of change. . . . We should put forth every effort possible to understand what is happening, why it is happening, and then help chart the course for desirable changes.

I attempt to base my course of study on the principles of good farming and the needs of farm people in my community. It is in these areas that I try to keep up to date. . . . I need to be better grounded in such areas as agricultural marketing, farm economics, and farm mechanics.

In Kentucky we believe that a good farming program is essential to good vocational training in agriculture, and it must provide for expansion in farming as the student progresses in his training program. It should continue to improve as long as the person farms.

With increased mechanization, high capital investment in farming, and the specialization that is taking place in agriculture, more emphasis must be given to the instructional program for young, out-of-school farmers and adult farmers. . . . My young farmer class is my great challenge. . . . Changes taking place in agriculture present real problems for these young farmers. Therein lies the greatest opportunity and the greatest challenge for the teacher of vocational agriculture.

Earl B. Johnson
Farmer
Huntley, Illinois

On one of the farms I operate, we grow today 100 bushels of corn per acre on land that 20 years ago produced only 10 bushels per acre! . . . We have had a tremendous technological revolution in agriculture in the past two decades. There is a great need today for the farmer continually to study his business in order to keep up with this progress. Therein lies the challenge in education and in the adult and young farmer classes.

The one- or two-family farm of today is big business. . . . In these days of high costs and complicated machines, *never has the man been more important.* Agriculture is no place for the weak, the ignorant, the average or the indifferent. The farmer cannot be a jack-of-all-trades; he must be a master of them. His educational process must begin in the high school and continue through the years as long as he continues to farm. The emphasis today is *not to make two blades of grass grow where only one grows today but to increase the output per man* through more efficient management.

In our educational program, we need to teach students and young farmers and encourage them to *think for themselves.* . . . I feel there is a great future for the well-trained and well-educated young farmer in agriculture under the free enterprise system and with a minimum of government control.

Earl C. Knutson
Public Schools Administrator
Westby, Wisconsin

The advent of the Conant report, probes into space, automation, the shifting of farm families to suburban areas, and the anxiety of much of our population which frequently has caused difficulty in the development of sane judgments — all have a considerable impact upon the schools of the nation. Vocational agriculture is by no means exempt from this storm of technological advance, shifting populations, and undue pressures.

Public schools must take cognizance of these rapidly changing factors in our society, but at the same time must distinguish fact from fiction.

Public schools in a changing society and agriculture must recognize that we cannot measure the value of every curriculum offering in terms of minutes, hours of study, and instructors' salaries. Certainly, basic fundamental practices in agriculture are learned by practical, systematic training on the farm. Without such training agriculture would become primarily academic and would defeat the intent, purpose, and effectiveness of the entire program.

If education is a cradle-to-the-grave proposition, then this systematic training must carry through to young manhood and adulthood. It would seem to me that the public schools are the logical institutions to assume leadership in the development of more effective young-farmer and adult education programs. . . . A properly developed young-farmer and adult program will necessitate in most schools additional faculty. This should be provided.

There is no phase of the total educational program offered by the public schools more sadly neglected than effective and adequate guidance. Guidance in vocational agriculture has received little attention down through the years, probably because of the assumption that the majority of boys enrolled in the agriculture course would return to the farm. Tragically, schools in some instances have considered agriculture as the dumping ground for the less academically inclined and have under-rated rather than elevated farming and associated occupations to their proper positions in the economy of our country. Consequently, many outstanding farm youth have stayed out of vocational agriculture. Lack of parental guidance and encouragement has, likewise, been a deterrent to many a youth in deciding upon farming or an associated occupation as a career.

Planned parent conferences with the school administration and agriculture instructor can do much to encourage and inform farm boys, not directly interested in returning to the farm, of the many opportunities that exist in related industries. . . . Guidance to be effective and successful in our schools today must be in the hands of devoted and enthusiastic counselors or teachers.

Dr. Leo L. Knuti
Montana State College
Bozeman, Montana

Pursuit of excellence should mark our every effort. No one can criticize quality instruction and performance. . . . Pursuit of excellence in vocational agriculture at all levels should be our number one objective.

Public relations is currently a priority item. Our many publics include parents, students, school administra-

Please turn the Page

"Adam was the first agricultural educator. He had an adult class in the apple business. He had good attendance; in fact everybody was there. The results were not all that could be desired, but some changes were made.

"Removing fear is one need in talking about change. . . . We will be talking about changes where we think they should be made. . . . Our main hope is to influence the direction of change; certainly, we cannot stop the rapid changes in agriculture and education."

From Preceding Page

tors, fellow teachers, businessmen, and others. . . . Parents generally will be more cooperative if they understand their role in providing opportunities for student farming programs, shop projects, and time for leadership activities.

Policies for vocational agriculture have been published for many years on national and state levels. Policy statements on a local level are practically nonexistent.

Colleges of agriculture are concerned about the effect of vocational agriculture. . . . School administrators are concerned about the role of vocational agriculture, largely because of the misleading publicity on diminishing opportunities in farming. . . . All agricultural education need not be vocational. However, to replace vocational agriculture with something entirely new is a highly questionable change. Objectives in vocational agriculture need continuous refinement in terms of areas of learning and learning outcomes. Vocational agriculture must always be concerned with training for farming. Such training in high schools is the best possible training for related occupations as well as farming. Vocational agriculture as a post-high school program is as sound as ever.

Teacher education, both pre-service and in-service, is the keystone of any educational program. . . . New teachers require up to three years to get their teaching and course material in shape. . . . Vocational agriculture teachers can do a good job of teaching only in areas in which they have had basic training. If teachers need to change their course content, they may need special training in these areas of change. . . .

Now, if ever, team work is needed from the Potomac to the Pacific. Any one person, be he teacher, supervisor, teacher trainer, or director represents a link in the chain.

ONE WE COULDN'T LET PASS

"Oh, what a lovely cow," said the cute young miss from the city. "But why hasn't it any horns?"

"There are many reasons," replied the farmer. "Some cows do not have horns until later in life. Others have them removed, while still other breeds are born without them. This one does not have horns because it is a horse."

D. R. Purkey
Vocational Agriculture Supervisor
Columbus, Ohio

Supervisors must keep up to date in technical agriculture and educational progress. It is not enough for us to expect teachers to be up to date; we must be ahead of them. We have resources and time to do this if we have the proper perspective on the job.

Our place in agricultural education must be coordinated with other agricultural education agencies.

We as supervisors, with the help of teacher trainers and teacher advisory committees, need to promote and provide in-service education for teachers.

Our FFA programs must be brought up to date. This is a direct responsibility of supervision. . . . Some of our contests and awards may have deteriorated into advertising schemes for commercial concerns with little or no educational background. . . . We need to take a critical look at such sacred and time-proven activities as judging contests, public speaking, state and American Farmer requirements, showing at fairs, and other time consuming activities to determine if we are not forcing the teacher into an almost impossible situation.

Dr. C. C. Scarborough
North Carolina State College
Raleigh, North Carolina

Are we in a business that will continue to be needed? If not, then we will disappear like the pony express or the one-horse plow. There is a business in Wilson, North Carolina, to illustrate this point. The company used to make wagons. They are still in the transportation business — they're making bus bodies. A mule dealer in that same town is now a tractor dealer. . . . I think the job of agricultural education, or education in agriculture, is a continuing business, becoming more necessary every year.

Do we practice what we preach? I refer to such things as an advisory council. Teacher trainers recommend that teachers of agriculture, by all means should organize and use an advisory council. But does the teacher training department have the advantage of an advisory council? Many state and district supervisors recommend that teachers of vocational agriculture use an advisory council. Does the supervisor have an advisory council? The Agricultural Education Branch of the U. S. Office of Education recommends that teachers of agriculture use an advisory council. (They even published a bulletin to help do the job.) But, does the Agricultural Education Branch have an advisory council?

Leaders need to develop a climate for change. I would say that such a climate has not been developed by some of us in positions of leadership at state and national levels in agricultural education.

My major recommendation is that a National Commission on Agricultural Education be appointed at the earliest possible date to develop a comprehensive and specific statement dealing with the future of agricultural education as part of the public school program.

ERRATA

November's JOURNAL carried two errors which we would like to correct here and now (with apologies to all concerned):

The article entitled "Education for Family Living" was not authored by Miss Frances Bailey as indicated but by Mrs. Maxine Smith, Home Economics Teacher at Gentry High School, Gentry, Arkansas.

In the list of Convention Exhibitors on page 24, the incorrect address for the American School was printed. The right address is Drexel Avenue at 58th Street, Chicago 37. Ill.

from the Public Information Committee

Publicizing Basic Information Regarding Vocational Education. The appearance of the latest *Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education* reminds us that some of the basic information the Digest provides is unknown to large numbers of school administrators, board members, and legislators. Wild rumors about the deemphasis of vocational education and the reduction of enrollments in vocational courses fly among the uninformed. The data in Table 1 from the Digest regarding changes in total enrollments in reimbursed programs in the latest ten years reported serve to illustrate the possibility of providing more accurate information.

TABLE 1

	All Programs	Agr.	H. Ec.	T. and I.	D.E.	Nursing	Area Programs
1949-50	3,364,613	764,975	1,430,366	804,602	364,670	0	0
1958-59	3,701,121	757,223	1,585,860	968,114	310,519	30,769	48,694

TABLE 2

	All Programs	Agr.	H. Ec.	T. and I.	D.E.	Nursing	Area Programs
1949-50	1,243,419	373,113	647,567	222,739	0	0	0
1958-59	1,716,600	466,450	928,398	280,803	0	21,706	19,243

TABLE 3

	Total Enrollment in Reimbursed Programs	Day-Class Enrollments in Reimbursed Programs
1956-57	3,521,555	1,613,242
1958-59	3,701,121	1,716,600

Even in the high schools, where the vocational and practical arts subjects have been taking verbal beatings, the statistics are not what some believe them to be. The Digest gives in Table 2 the enrollments in day classes for the first and last years of a ten-year period.

Even in the post-sputnik period enrollments have continued to grow as the comparison in Table 3 shows:

State and local expenditures for all forms of vocational education per dollar of national funds increased gradually during the latest ten-year period reported. In 1949-50, the school districts and the states were putting up $3.36 for every national dollar. The last year before sputnik, 1956-57, they contributed $4.15 for each national dollar. In 1958-59, they were spending $4.51 for each national dollar.

Average increase per year in expenditures for vocational education by the school districts, the states, and the nation before and after sputnik are shown in Table 4.

The total increase over the entire ten-year period was approximately $100 million, more than 77 per cent of the expenditure in 1948-49.

It should be remembered that the school districts and the states paid additionally for buildings, equipment, and teaching aids. There have been large expenditures for these purposes during the ten years reviewed.

The states and communities could well broadcast information of this kind, together with similar information regarding enrollments and expenditures in their own situations.

Is Public Information a Critical Factor? Dr. Wayne O. Reed, Deputy U. S. Commissioner of Education, writing in *School Life* for September, 1960, says:

"Education today is so involved, so changing, and so diverse, that even the most professional educator knows it only in part. The interested lay citizen, no matter how assiduously he studies education, is often deeply perplexed. Only the naive person or the unscrupulous merchandiser of panaceas dares to claim full understanding. . . . More thwarting by far than complexity, more unsettling than change—though partly the concomitant of both—is our shortage of information about education. This shortage may be the most serious, the most pervasive, and the most unrecognized educational shortage of all; it may well be the subtle cause of all these other shortages which we clearly recognize as afflicting our schools year after year. This shortage is so subtle that many a man who is troubled by it does not realize what he lacks. In our system, lack of information is crip-

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TABLE 4

	% Total Expenditure	% School Districts	States %	Nation %
1949-57	8.2	6.0	15.2	5.0
1957-59	9.8	12.3	9.0	5.8

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A NEW Approach to Coordination

by Maude A. Hudson, *Supervisor*
Distributive Education Service
Norfolk, Virginia

COORDINATORS READILY ADMIT that the success of a co-operative program is in direct proportion to the thoroughness of the training the student receives on the job. This is one of the chief criteria which distinguish our courses both from academic, theoretical classes and from a mere placement service. When we fail to convince business establishments of the importance of adequate supervision, when we are unsuccessful in explaining the scope and purpose of our cooperative plan, then the firm, the student and the total program suffer.

The constant cry of the local coordinator has been, "How can I explain the distributive education plan adequately when I have to cover so many topics in brief moments snatched from the manager's or the supervisor's busy day? How can I up-grade the supervisory techniques of a sponsor when time is short and demands increasingly great?"

For the past twenty years vocational instructors have worked conscientiously towards increasing the efficiency of on-the-job training through time-consuming, and sometimes non-productive, individual conferences with employers and supervisors. For twenty years we have gone from door to door, from department to department, patiently explaining what distributive education is, how it functions, how business establishments fit into the picture, how employers benefit from the co-op program. In many cases we have been extremely successful, but in others it has been a constant re-selling problem.

At times we are caught muttering to ourselves: "Some firms still don't understand our goals . . . some still regard our students as only part-time employees . . . some still casually assign a student to a department and turn him loose to sink or swim."

We are beginning to realize that the question of time is not our chief worry, as important as time is in the busy schedule of a conscientious coordinator. The problem appears to lie deeper. And questions like these enter our thinking: "Are we attempting to achieve through individual conferences some goals which could be accomplished better through a few well-planned meetings with carefully selected sponsors? If these sponsors, appointed officially by top management, were offered an opportunity to meet for the purpose of interchanging ideas, wouldn't they understand better their responsibilities in the work-training program? And as their efficiency in training increased, wouldn't they as well as their firms profit from these leadership training sessions?"

The Sponsor Development Program certainly is not completely original. In the past we have attempted to solve our problem partially by bringing top management together at our annual Employee-Employer Banquet, but often their increased understanding didn't penetrate to those in direct contact with our students. Some of us came a little closer to the solution through shot-in-the-arm meetings with supervisors, held perhaps once a year. But a systematic approach was not attempted until three years ago when Ike Baughman, one of Virginia's progressive coordinators, decided to tackle the problem of upgrading on-the-job training through a continuous training program for his "downtown teachers." Into his plans were incorporated many of the suggestions developed at Richmond Professional Institute during the summers of 1955 and 1956. Since that time, varying types of Sponsor Development Programs have been launched in communities ranging from cosmopolitan areas such as Richmond and Norfolk to smaller communities. It would be impossible to describe all variations, but this article will attempt a capsule report on some of the most successful procedures.

How does this Sponsor Development Program differ from the coordination activities which we have carried out from the inception of the distributive education program? Briefly, the three-pronged effort to improve on-the-job training involves

1. the *official* selection of a sponsor, preferably an experienced worker who works closely with the student on the job,
2. a series of meetings with these sponsors to discuss the goals of distributive education, the classroom curriculum, and on-the-job activities which will broaden the scope of the student's experience, and
3. the promotion of improved training and supervisory techniques through these meetings and/or through regular leadership development courses conducted by the Distributive Education Service.

Before launching a Sponsor Development Program, the coordinator decides exactly what he hopes to attain through the job-training aspects of his program. Then he determines which goals are best attained through group meetings and which should be reached through individual visits with his sponsors. *Time-tested conferences between the coordinator and the sponsors are not discarded but are reserved primarily for the discussion of each student's individual progress and needs.*

Very specific steps are then spelled out for promoting and conducting the first meeting, with tentative plans outlined for future sessions.

Selection of sponsors under the old procedures often results in a haphazard pattern, with the manager or personnel director following the line of least resistance, either serving himself or casually passing the responsibility to an employee. As a result, the student lacks the close supervision he so badly needs if he is to progress on his job.

Under this new plan, the coordinator explains, at the time of the community survey, that an official sponsor who is appointed by management for each student will be expected to attend a series of meetings. ("Selling points" to use in this explanation are given at the end of this article.) As soon as the student is assigned to a specific department, the coordinator, preferably accompanied by the manager, congratulates the sponsor on his selection and invites him to the first meeting. (A Certificate of Merit card may be presented at this time.) A follow-up congratulatory letter and an official invitation to the kick-off meeting serves as a reminder. In "mama-papa" firms, the owners serve as sponsors and are included in the training sessions.

CERTIFICATE OF MERIT

FOR D. E. TRAINING SPONSORS

This is to certify _____

of _____ has been selected by his (her) employer and by the Distributive Education Service of the Norfolk City Public Schools to serve as TRAINING SPONSOR for D. E. Cooperative Students during the current school year.

_____
EMPLOYER

_____ _____ _____
SCHOOL YEAR D. E. CITY SUPERVISOR

The sponsor receives a card like this.

All interested parties should understand the purposes of the Sponsor Development Program if it is to be successful. Certainly the co-op student should be thoroughly familiar with the role of the employer, the sponsor and the coordinator so that he can understand his own responsibilities in the cooperative program and can help "sell" his sponsor on the D. E. program.

The time, duration and location of these sponsor meetings are determined by local conditions. Where dining facilities are conveniently located, luncheon or breakfast meetings are proving effective, with management footing the bill. If these cannot be arranged, coffee breaks are held in such locations as the training or stock room of an establishment, in the board room of a bank, in the Chamber of Commerce meeting room, or in a classroom. It is imperative that the sponsors be within a close radius of the meeting place so that they are away from their jobs a minimum amount of time. Too much stress cannot be laid on the necessity for beginning every meeting on time, even if only two or three are present, and for ending on the minute, even if the sponsors are in the middle of an all-absorbing discussion.

A department store buyer describes to Addie Lee Edwards, Roanoke, Va., the fine points of dress selection.

Some typical goals for the first meeting are (1) to identify sponsors as part of the total school program; (2) to impress sponsors with the importance of their job as on-the-job trainers; (3) to show them how their establishments can profit from an improved cooperative program; (4) to give them a glimpse of how they can benefit personally from the supervisory training sessions; and (5) to set up a series of meetings during the balance of the school year.

In planning subsequent meetings, the coordinator takes into consideration the seasonal aspects of the sponsors' responsibilities, the high school schedule of grading periods and instructional units, and the total scope of his own duties. The agenda for each meeting is carefully planned so that interest is maintained throughout the series by the presentation of pertinent information.

Discussions include the following topics: classroom instruction and related activities, the club program, and supervisory and training techniques. How much supervisory training is presented through these sponsor meetings and how much through regular organized leadership courses depends entirely on the length and frequency of the meetings. Where a high level of programming is

Please turn Page

Pat Barnes, Waynesboro, is instructed in advertising layout by a training sponsor.

From preceding Page

maintained, sponsors become interested in further courses for improving their techniques and understanding.

Coordinators employ many techniques to introduce variety: talks on the local club program by DECA members, films such as "The D. E. Story," role playing, etc. One meeting may be held in the D. E. classroom, with luncheon from the school lunchroom served by the co-op students.

Coordinators who are hesitant in conducting training programs for adults need have no qualms over these meetings. It's a natural for those of us in the vocational field—we're only presenting to a small, informal group what we've been telling them individually since the day we entered the distributive education ranks. The key to success is *planned informality*, with the coordinator bringing all the sponsors into the act. Every meeting affords them the opportunity to ask questions, to discuss related on-the-job activities paralleling the classroom instruction, to suggest topics they feel should be emphasized in the classroom. At every step, sponsors are shown how the techniques of supervision and training discussed at these meetings are directly applicable to their other part-time or full-time workers.

Questions surely must have arisen in the minds of some of the more skeptical readers. Let's take a few of them at this time.

Can a new coordinator conduct such a program? Definitely, yes. The step-by-step plan for promoting such a program can be followed by any competent teacher.

Will it work in communities which have had cooperative programs established over a long period of time? Certainly. Ike Baughman launched the first Virginia program in a small town where the co-op students had been trained for years.

What about communities where the program is brand new? This is a natural, a wonderful way to get the sound philosophies and practices across right from the start.

Will it work in a cosmopolitan area? Yes, with adaptations. Separate programs can be established in shopping centers and in downtown areas. These do not have to operate in the same manner. One might develop into a breakfast or a luncheon club. Another might be held during extended coffee breaks.

Can 100% attendance be expected at this first meeting? At subsequent meetings? Well, maybe. Because scientists are some day going to be successful in their attempts at "shooting at the moon" they aim their sights high. We may not reach our goal today or tomorrow, but some mighty successful Sponsor Development Program rockets are being shot in 1960. If we succeed in up-grading 10 per cent of our training stations this year (and that's a very conservative figure), and 10 per cent next year, we may attain the moon!

Let me quote a sponsor who attended our meetings, after working with D. E. students for two years: "I had no idea of the scope of the program. This discussion of related on-the-job activities has been well worth my time, not just in relation to the D. E. student but in possibilities for training all the people in my department."

Another sponsor said, "Count me in on all future meetings you plan to hold." This was the owner of a small firm who had used co-op students over a period of several years.

Of course we realize that nothing can replace the person-to-person contacts between the coordinator and the sponsor, but let's face it: many of the principles and techniques of on-the-job training may be taught more efficiently to groups than to individuals.

As management becomes increasingly aware of the importance of training, as sponsors develop sound philosophies and procedures which they can use with co-op students and full-time employees, as coordinators share in this two-way exchange of business practices and training techniques, our cooperative programs will achieve more fully their goal of providing sound vocational instruction. Our students will be better prepared for full time employment and business firms will reap greater benefits through this "Partnership in Education." Those of us who have tried it, believe that the Sponsor Development Program can contribute greatly to the increased effectiveness of the cooperative programs in every local community.

BENEFITS FROM A STRONG SPONSOR DEVELOPMENT PROGRAM

To the Coordinator and to the School

1. Coordination visits consume much less time.
2. Coordination visits are far more effective because of the increased understanding of the sponsor.
3. Sponsors become "public relations agents" for the program.
4. The entire co-op program is up-graded because students work under more interested, better trained sponsors.
5. Sponsors enroll for other self-improvement distributive education adult courses.

To the Cooperative Student

1. Closer and more effective supervision help him increase his efficiency.
2. The sponsor provides him with broader work experiences.
3. His school and work experiences are better correlated.
4. His hours are less likely to be cut during slack periods because the sponsor understands more fully the long-range training aspects of the program.

To the Cooperating Business

1. Management is relieved of many details of supervision and training which he delegates to the sponsors.
2. Experienced workers receive valuable aid in developing their supervisory ability.
3. The cooperative student and other employees become more productive workers because of closer and more efficient supervision.

4. Management can make more effective use of the cooperative and adult training programs because he becomes more familiar with the total Distributive Education Service.

To the On-the-Job Sponsor

1. His selection as an official sponsor and trainer adds to his prestige.
2. He is afforded the opportunity to discuss supervisory techniques with others having similar problems.
3. His improved training techniques result in more productive workers, thus bringing increased credit to him.
4. Sponsors often receive promotions directly attributable to the leadership development program because of their increased proficiency and interest on the job.

SUGGESTIONS FOR DEVELOPING A SPONSOR DEVELOPMENT PROGRAM

Planning and Promotion

1. Review your objectives for the work-training experience of your co-operative students. Decide which of these can be achieved best through group meetings with your sponsors.
2. Determine which of these objectives deserve priority in the schedule of meetings. For instance, your September agenda may include the following: a brief explanation of the D. E. program and how it works; their importance as sponsors and how they can benefit from these sessions; an explanation of the progress report; a report on the areas to be covered in classwork during the next month with suggestions from the sponsors as to related activities; techniques for inducting new workers.
3. Decide on the time, length and place for your first session. A luncheon meeting about three weeks after the opening of school may be best.
4. When you make your initial community survey in the fall, "sell" top management on designating official sponsors and on encouraging the sponsors to attend all meetings.
5. As soon as your students are assigned to departments and sponsors are selected, contact each sponsor personally, inviting him to attend the first meeting. Give him a Certificate of Merit Sponsor Card at this time. Be sure he knows what he personally will get out of this added responsibility. Follow through with congratulatory letters and telephone calls prior to the meeting.
7. Explain the Sponsor Development Program to your students so that they can assist you in promoting the program.

Kick-off Meeting

1. Plan your program carefully in order to get across your main points, to encourage their participation and to win their enthusiastic backing.
2. Prepare a summary of their suggestions on related job activities and take them to the sponsors the following week. This will give you an opportunity to get their evaluation of the program.
3. Include a couple of specific suggestions on supervision which they can test before the next meeting.
4. Work out with them the schedule and location for future meetings.

Follow-up

1. Keep management posted so that they will not feel excluded in the program.
2. Contact those who were absent, selling them on attendance at future meetings.
3. Plan future meetings carefully. They might include
   a. School course content
   b. Club programs presented by the students
   c. D. E. film
   d. Help with their training and supervisory problems such as maintaining morale, orienting new employees, handling complaints, making corrections.
4. Challenge them to report on their attempts to put into practice some of the suggestions discussed at the meetings.
5. Hold all meetings strictly within time limits.
6. At the end of the year, have a frank evaluation from your sponsors and sell them on attending the next year if they are selected again as sponsors.

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LEADERSHIP . . .

From Page 13

munity and with industry.

Of the leader's characteristic as a *teacher,* it is an axiom in industry today that the best executive is the best teacher and that a major function of the executive's work is teaching. All this is doubly true of the creative leader in industrial education—especially when one remembers that supervision is the improving of instruction. It would be well to emphasize that the experience to which the leader exposes those whom he leads will be, perhaps, his most effective educational instrument.

The characteristic of a leader as an *energizer* can also be thought of that of a catalyst. The leader supplies, by the contagious and energetic quality of his personality, something which most people find indispensable if the leader is to hold them for long. The leader will energize not alone by radiating influence but by supplying the surrounding conditions which inspire to achievement. One particular feature which inspires, when the leader uses it discreetly, is explicit appreciation of good work. It is hardly an exaggeration to say that this one item alone can do more to help improve the working tone of most organizations than many more imposing and expensive procedures. People take praise differently,

Teacher

and the wise leader must oftentimes use it most sparingly. But, by and large, people yearn for, and thrive on, some occasional, affirmative mention of the good work they are doing.

Lastly, the subject of the leader as a *critic* could probably be better stated as evaluation. It is not enough to act as a catalyst—to encourage initiative—to plan for the future. Hand in hand with these activities must go continuous evaluation. For how else will you know whether or not the action taken was in the best interests of all concerned? Educators are prone to overlook this important step—or, worse still, to use an artificial gauge by which to evaluate.

And there you have a concept of creative leadership that places its emphasis upon the psychological process by which both leaders and led come to have a meeting of minds and desires. It is because human nature works best this way — by learning through shared experiences and by

Energizer

sharing experience that it believes will bring it a sense of self-fulfillment and by evolving out of experience an awareness of what it really wants—these are the "democratic" tendencies that are on the increase. Industrial education leadership has more and more to work under conditions of progressive awareness of these democratic forces. As they are reflected in our educational behavior, these democratic forces mean that people are more and more demanding that their purpose and aims shall be self-chosen and the realization of them self-achieved.

PUBLIC INFORMATION . . .

From Page 19

pling. Our free public schools are so designed that their success depends on whether the public understands and supports what we are trying to do."

Public Information Programs: A Continuing Concern at the AVA Convention. Last year at Chicago members of the Committee on Public Information appeared before 14 groups of the AVA convention to press the importance of providing the public with information about vocational and practical arts education and to outline the Committee's program. It is to be hoped that each group assembled as a part of the Los Angeles convention will continue to think about public information.

A workshop on public information for presidents of state vocational associations to be held on December 7 under the leadership of Mrs. Pauline Burbrink of the University of Texas will have the following format:

Reports by the state presidents of public information programs in their states, discussion.

Short talks:

The program of the AVA Committee on Public Information, Distribution and Use of Brochures Prepared by the Committee—H. M. Hamlin.

The Indiana Program of Public Information with Emphasis on the Use of TV—W. A. Williams, State Director, and Robert L. Allen, Distributive Education, Indiana University.

The Role of the State Association in Providing Public Information — Lowell A. Burkett, Assistant Executive Secretary, AVA.

Group work by regions in drafting possible state programs of public information, reports by these groups to the entire workshop.

Discussion of continuing nationwide activities in public information.

An exhibit of public information materials will be provided for all convention-goers under the direction of Dr. M. L. Barlow of UCLA. Mrs. Burbrink, Jarrot A. Lindsey, Jr. of the Georgia State Department of Education, and Mr. Burkett have assisted in assembling and selecting the materials which will be exhibited.

Speaking of Conventions . . .

Meeting: Something that happens because thirty days have elapsed since the last one.

Conference: A meeting at which people talk about what they should be doing.

Camel: A horse put together by a committee.

In a meeting some people are part of the problem, some are part of the solution.

IS THE PROJECT HERE TO STAY?

Lawrence S. Wright
Iowa State Teachers College
Cedar Falls, Iowa

IN CONSIDERING the "Place of the Project in Industrial Arts," we might examine some of the things that the word "project" means. Many of us think of it as the unique and primary vehicle through which the subject matter of industrial arts may be taught. It is frequently assumed that if a constructed object is built in the shop by a pupil that this is, in fact, a project. But, let us look more carefully at what Mr. Webster says it is. Says he, it is "a plan as devised or proposed; a planned undertaking." The *educational* project is a "task or problem usually calling for constructive thought or action or both by the student and involving the learning of a phase of school work."

These definitions should cause us concern. Could it be that under some circumstances the object to be constructed in the shop by the pupil might not always serve as a vehicle through which the subject matter of industrial arts could be taught? What are the key words in our definitions? From what we know about how pupils learn these appear to be key words: "planned," "educational," "constructive thought," and "on the part of the student." It is the writer's thesis that the project is the vehicle through which the subject matter of industrial arts is taught when the project is a planned, educational undertaking requiring constructive thought on the part of the pupil.

Some of the so-called "projects" currently being made by industrial arts pupils do not fit our definition. With this, most readers will agree. Still, on the other hand, many objects so assigned fit very well and make a real contribution to the education of the pupils. Too frequently, at this point, someone will say:; "We need a new term. One that is not contaminated by stigma and one which will better describe what we conceive the project to be." Later, this new term, too, will be misused. Our field is full of words which have been developed to describe something extant but needing only definition and understanding on the part of those who use it. Historically, each of these phrases was conceived to illustrate something a little different from the others: "general shop," "comprehensive general shop," "composite general shop," "rotating general shop," "laboratory of industries," "multiple activity shop" . . . and the search goes on.

When is the constructed project acceptable? Generally speaking it is acceptable when it meets the requirements of our definition. It does not follow logically that because a physical

Please turn Page

A well-designed turned bowl may be an acceptable project in industrial arts. Supervisor Frank Hartwell, observes a student teacher asking thought-provoking questions of an industrial arts pupil at the Malcolm Price Laboratory School at Iowa State Teachers College.

THE PROJECT . . .

From Preceding Page

object has been constructed that this has been a project with educational value.

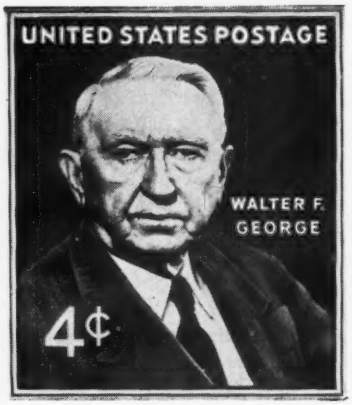
Haven't we long since decided that the pupil is simply putting in time when he must square a board perfectly? When he must plane by hand that which can be done better and more quickly by machine? When he spends more time sanding his work than in constructing it? A point of no return may be reached with respect to both the educational contribution such assignments may make and the extent to which constructive thought may be involved. Projects must be evaluated for their contribution to the educational process. This implies the importance of careful selection.

Beyond simply meeting the requirements of the definition, the project must fit into the course of instruction. A given object to be constructed may not necessarily be acceptable as a project in and of itself. It is acceptable depending on the objectives of the course, the level of the learner, the amount of space available in the shop, the cost of the materials, the time it may take the pupil to complete it, the number of other pupils in the class, and so forth. The constructed object, either required or elective, should result in pupil activity which happens on purpose. This may be cared for through teacher planning, pupil planning, teacher-pupil planning, or class or group planning. It is more important that planning for the project be done than who does the planning.

Too often we think only of the constructed object as the project in industrial arts. Because we do this and we recognize some examples that do not meet our standards, we may look for another word that seems to characterize what we want done. Actually, the word "project" is not a narrow word at all. A number of kinds of activity in addition to the constructed object fall within the framework of our definition of "project." The words by which we choose to call them will make little difference. What we do for our pupils should be evaluated on the merit of the contribution it makes to their growth and development.

How apropos the words of Shakespeare when he wrote in *Romeo and Juliet:* "A rose *by any other name* would smell as sweet." Shall we hunt for another name? Will the selection of the constructed project be such that you and I contribute to the existing stigma? Whether the project is here to stay is up to us.

STAMP HONORS SENATOR GEORGE



One of vocational education's best friends and champions has been honored by a four-cent memorial stamp. The late Senator Walter F. George of Vienna, Ga., was among a group of eminent Americans so honored by the Post Office Department in issuing the small denomination stamps. Others honored are the late Senator Robert A. Taft of Ohio and the late Secretary of State John Foster Dulles.

In ceremonies held at Vienna, former home of Senator George, Postmaster General Arthur E. Summerfield noted that Senator George had a long and distinguished career. He served as special assistant to President Eisenhower as Ambassador to NATO in 1957, prior to his death on August 7, 1957. Before that he served Georgia in the United States Senate from 1922, compiling one of the longest and most distinguished records in the history of that body. Senator George earlier had a post as Associate Justice of the Supreme Court of Georgia.

The Senator's contributions to vocational education were made through co-sponsorship of four Federal Acts: The George-Deen, George-Barden, George-Reed, and George-Ellzey Acts.

The Walter F. George four-cent stamps first went on sale at Vienna, Ga., on November 5. The stamps are printed in deep purple and are being issued in quantities of 120 million.

Texas Promotes Training For Rural Electric Linemen

A four-year training course for rural electric linemen, first presented to electric cooperative personnel early in 1960, is well underway and has been widely accepted by workers in the Texas rural electric cooperatives, according to Ed Kerlick, chief of the Texas A. and M. College System.

The course material was written by job training and safety instructors throughout the United States, after preliminary work on the course was begun at the National Job Training and Safety workshops, and was assembled and published by the Trade and Industrial Education Instructional Materials Laboratory of Ohio State University.

A four-year training plan and method of teaching the course in Texas was prepared by Kerlick and presented to the Texas Job Training and Safety Advisory Committee. Then a course outline and plan for teaching was reviewed at each of the seven Group Managers meetings.

Sixty-eight Texas cooperatives are participating in this course, with 954 men enrolled. The Lineman's Training Course is a part of the total Texas Job Training and Safety Program which covers safety and accident prevention; on-the-job assistance; superintendents conferences; hot stick training and the recently adopted lineman's training course.

The course is conducted on an extension basis under the direction of Kerlick and five itinerant instructors. The instructors hold a class session at each cooperative once a month for group discussions and to issue study assignments for the next discussion session. The course material is taught on a supervised study basis and subjective tests are given quarterly to each class member.

Four specially prepared student manuals used in the courses are supported by text books on all phases of electrical distribution system construction, operation and maintenance, and are designed to give linemen all the related information and job know-how a first class lineman must acquire.

In presentation of the course, line superintendents serve as co-instructors and observe on-the-job progress of workers during the month, then assist the instructors during the monthly classes in evaluating work improvements resulting from use of materials and methods described in the course manuals.

"Linemen and management personnel are well pleased with the course," Kerlick said, "and I'm sure those completing the course will be better linemen because they will be using time-tested equipment and safe work procedures."

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More Books You Should Know About

Electric Circuits and Machines, by Eugene C. Lister, McGraw-Hill Book Company, 330 W. 31st St., New York, N. Y., $5.50, 1960.

Intended for technical schools and for survey courses for non-electrical engineers as well as for home study by electricians and electrical maintenance men, this text presents information on all major types of electrical machinery. Basic principles are presented with a minimum of detailed mathematical analyses.

Homemaking for Teen-Agers, by Irene McDermott and Florence W. Nicholas, Chas. A. Bennett Co., Inc., Peoria, Ill., 494 pages, 1960, $4.60.

Book I, revised edition, is a basic text with a personal and family-centered approach to the study of homemaking at the early teen-age level. Readers gain a working knowledge of family and group living. Everything from good grooming to furnishing the living room is discussed, with, of course, the young lady of the house in mind.

Sheet Metal Pattern Drafting and Shop Problems, Revised, by James S. Daugherty, and Robert E. Powell, Chas. A. Bennett Co., Inc. Peoria, Illinois, 185 pages, $2.96, 1960.

For the student in vocational-technical schools, also for home study by apprentices and sheet-metal workers, this book meets every requirement as a text book in sheet metal working. It is also well adapted for reference use by draftsmen, shop foremen, and metal workers engaged in layout patterns for general sheet-metal work, heating, ventilating, cornice, skylight, and heavy plate work.

1A Bench Woodwork, by John L. Feirer, 208 pages, with workbook. $3.24.

This handbook teaches the beginning student about the woodworking industry including sources of lumber, how it is made into plywood and other wood materials, and how people earn a living in woodworking. It teaches him how to design, plan, and carry through a project, how to make planning sheets, bills of materials and stock-cutting lists.

Advanced Woodwork and Furniture Making (Revised), by John L. Feirer, 416 pages, with workbook. $4.16. Chas. A. Bennett Co., Inc., Peoria, Illinois.

This text was written for those who are interested in making high-quality furniture and who have access to power tools It assumes that the reader has a mastery of hand tools, and is written primarily for the serious student of woodworking.

Industrial Arts Woodworking (Revised), by John L. Feirer, 320 pages with workbook, $3.96.

Another text on woodworking written with the junior and senior high school student in mind and is designed to follow "1A Bench Woodwork." The visual approach to woodworking is utilized and the student is given an opportunity to preview the content in each section and to check his understanding at the end of each unit.

Basic Electronics, by Glade W. Wilcox, Holt, Rinehart and Winston, 383 Madison Avenue, New York 17, N. Y. 402 pages, $6.25. 1960.

Basic Electronics embraces the latest educational thinking on the teaching of electronics. It emphasizes neither communications nor power; rather it gives the fundamentals to the understanding of both fields.

Seeds That Grew, A History of the Cooperative Grange League Federation Exchange, by Joseph G. Knapp, Anderson House, Hinsdale, N. Y. 535 pages, $6.50, 1960.

Here is a biography of the Grange Federation and how it grew. How the Exchange originated and developed, how the idea was established, how the enterprise developed, how it was strengthened and how it will grow in the '60's is thoroughly discussed. It is a case analysis of how the organization has met the changing economic conditions and grown to fulfill the needs of its members.

Building with Steel, by Don A. Halperin, American Technical Society, Chicago, Ill. 254 pages, 1960.

A highly technical text, but it's extremely comprehensive. All phases of steel construction are presented—from the initial design through shop fabrication, including detailing and erection procedures of both structural and prefabricated components. One hypothetical framework of a multi-story building is studied, with variations on this framework introduced when necessary.

Elementary Teachers Guide to Free Curriculum Materials, edited by Patricia H. Suttles and John Guy Fowlkes, Educators Progress Service, Randolph, Wisc. 311 pages, $7.50. 1960.

This guide is a complete, up-to-date, annotated schedule of selected free maps, bulletins, pamphlets, exhibits, charts and books.

Gregg Notehand, by Louis A. Leslie, Charles E. Zoubek and James Deese, McGraw-Hill Book Company, New York, N. Y. 320 pages. 1960.

The same Gregg shorthand with which the student is able to teach himself. Gives help in the actual processes and procedures of effective notemaking and repudiates the old method of repeated practice. With reading and writing exercises.

Professional Administrators for America's Schools. American Association of School Administrators, 1201 16th Street, Washington, D. C., 1960. 310 pages, $5.00.

The exploration of how to insure true professional character of educational administration is the subject of the 1960 Yearbook of AASA. It reviews the present status of the American public school superintendency, including preparation, selection, in-service education, and the changing nature of school administration.

Technical Communication, by George Harwell. The Macmillan Company, 60 Fifth Avenue, New York 11, N.Y. 1960. 332 pages, $5.00.

Designed to meet the practical needs of engineers, scientists and businessmen, this book shows how to put technical information across clearly and efficiently. Principles of good organization and clear, concise writing style are offered as well as directions on fitting material into the forms most frequently used. The appendix contains a concise manual of the rules of composition and a glossary of usage.

ABSTRACTS

Factors Affecting Students' Success in the College of Agriculture, Professor Clodus R. Smith and Mr. Glen T. Baird, University of Maryland.

This excellent study draws together the literature on factors affecting success in college, with particular reference to colleges of agriculture. Studies are grouped logically and interpretations of the findings are presented. Important information like the following is carefully spelled out: the vocational agriculture curriculum is equal to the college preparatory program in its preparation for success in colleges of agriculture; the general consensus is that public school graduates make better marks than graduates of private school; and rural groups usually show lower scholastic aptitude than urban groups, but there is no difference in their scholastic achievement. Information on the prediction of scholastic success on the basis of entrance examinations, high school rank and high school grades is also well presented.

Any group concerned with attempts to limit enrollment in universities or working on changes in the high school curriculum should study this report carefully.

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Age, work experience and occupational preference of high school seniors, Harold H. Punke, Auburn University, Auburn, Alabama.

This study reports results of questionnaire responses from 804 seniors enrolled in 22 Alabama high schools. Information on full time paid summer employment, vocational aspirations, occupations considered undesirable, and occupations of parents is presented. Response of boys and girls are compared. A special study was made of occupation aspirations in the teaching field. Only two per cent of the boys and six per cent of the girls definitely expected to teach school. Girls rather often indicated teaching as a desirable occupation even though they themselves did not expect to teach.

For additional information, write directly to the authors of the study.

from the U.S. office

On November 10, 11 and 12 the State of Connecticut celebrated its Fiftieth Anniversary in vocational education. Edna P. Amidon, Director, Home Economics Education Branch; Mary S. Resh, Program Specialist, Trade and Industrial Education Branch; Arthur P. Wrigley, Program Specialist, Area Vocational Education Branch; John P. Beaumont, Director, Distributive Education Branch; H. N. Hunsicker, Program Specialist, Agricultural Education Branch; and James H. Pearson, Assistant Commissioner, Division of Vocational Education attended ceremonies in Stamford to commemorate one-half century of organized activity in vocational education.

"Action Now—For Better Schools," was the general theme for the 73rd Annual Convention of the Virginia Teachers Association which convened at Virginia Union University, Richmond, Virginia, November 2-4. Speaker and consultant for the Home Economics Section was Virginia F. Thomas, Research Assistant, Home Economics Education Branch. In keeping with the theme she pointed out three essential kinds of action: "Dream great dreams, organize strong teams, and stay on the beam."

A new publication, *Buildings, Equipment, and Facilities for Vocational Agriculture Education,* is off the press and has been place for sale at $.45 per copy by the U. S. Government Printing Office. The 90-page bulletin was prepared for use by school administrators, school architects, teachers and supervisors of vocational agriculture, and others, in planning new construction or remodeling of facilities for vocational agriculture instruction. A. H. Hollenberg and E. J. Johnson of the Agricultural Education Branch staff prepared copy for the publication.

"Conference Outcomes for Dynamic Growth" was the title of an address given by John P. Walsh, Director, Trade and Industrial Education Branch, at the 45th Professional Conference on Vocational and Practical Arts Education in New York State. The Conference was held in Glens Falls, October 9-12. Later in the same week, Dr. Walsh spoke on "Pursuit of Quality in Trade and Industrial Education" during the 1960 University of Pennsylvania Schoolmen's Week Program in Philadelphia. At a general session of the Kentucky Industrial Education Association, Mr. Walsh made a presentation on "Quality Control for Trade and Industrial Education."

The Distributive Education Branch has initiated plans for a National Institutional Teacher Education Conference to be held in Chicago, June 5-9, 1961. Regional committees will assist John A. Beaumont, Director, and his staff in planning an agenda for the conference. A meeting of the committee is scheduled during the AVA meeting in Los Angeles. Mary V. Marks, Program Specialist, has been assigned to work on this project.

W. T. Spanton, Director, Agricultural Education Branch, served as an advisor to the youth groups in the farm section of the National Safety Conference held in Chicago, Illinois, October 17-21. Sixty-four students of vocational agriculture representing several States participated in the conference. The promotion of safety on the farm and in rural homes is a major activity engaged in by many local chapters of the FFA. Howard K. Hogan, Trade and Industrial Education Branch, attended the Conference, 17-19, and reported to the American N.S.C. Joint Safety Education Committee on the status of the Office of Education school shop safety education program.

Donovan Armstrong, Program Specialist, Distributive Education Branch, discussed the enlarged responsibilities of teacher-coordinators of distributive education, in district conferences in South Carolina. In the conference in Columbia, October 4 and that in Florence, October 6, Mr. Armstrong discussed national trends and probable effects on teacher qualifications and the instructional program of the 1960 edition of the Evaluative Criteria of the National Study for Secondary School Evaluation. This is the first time that evaluative criteria have been applied to distributive education.

Howard A. Matthews, Program Specialist, Area Vocational Education Branch, transferred October 31 to the Division of State and Local School Systems. In his new assignment, Mr. Matthews will be working closely with state departments of education including vocational education divisions in improving educational records and reporting procedures. This includes the development of definitions of terms used in general and vocational education which will make possible the establishment of information banks and automatic processing of educational data and information.

Maurice W. Roney and Frank J. Coyle, Program Specialists; Area Vocational Education Branch, served as panelists in a discussion "Education of Technicians to Support the Professions" as part of an Air Force Symposium on Long Range Air Force Qualitative Educational Requirements held in Washington, D. C. on October 18.

Walter M. Arnold, Director, Area Vocational Education Branch, participated in the Annual Meeting of Local Supervisors of Trade and Industrial Education held in Allerton Park, Illinois, October 16-18. In a presentation to the group, Dr. Arnold illustrated the Title VIII program of the National Defense Education Act with a series of slides showing technicians at work in various industries, laboratories and equipment for training technicians, classes in session, and bar graphs showing the relative emphasis on training in various technologies.

Two circulars resulting from the May, 1960, National Conference of Head State Supervisors of Vocational Education in Agriculture have been received from the printers and are being distributed to state executive officers, state directors, and supervisors, and trainers in agricultural education. OE-81005, containing 104 pages, includes summaries of five Committee Reports on Techniques for Improving Administration and Supervision in Vocational Agriculture. Containing 78 pages, OE-81006 features summaries of 34 state "highlight" reports on significant activities in vocational agriculture. The principal work of compiling and editing the circulars was handled by R. E. Naugher, Assistant Director of the Agriculture Education Branch.

George Sanders, Program Specialist, represented the Distributive Education Branch at the Boston Conference on Distribution, October 16-18. Instruction available in marketing and distribution, including that offered through State distributive education programs was discussed in sessions of the conference.

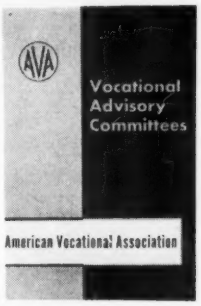
Lois Oliver, National Adviser, Future Homemakers of America and Alberta Hill, Program Specialist, Home Economics Education Branch, served as consultants at a meeting of California city supervisors and teacher educators in Los Angeles on December 5. Discussions emphasized procedures for developing FHA in cities, and teacher preparation for carrying out worthwhile FHA programs.

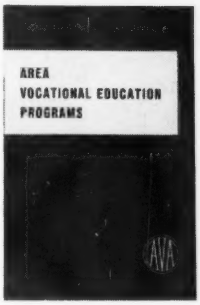
Bruce I. Blackstone, Specialist, Office of Education spoke to business educators at the First Annual Conference for Supervisors of Rhode Island Schools, October 6-7, 1960. He also visited Cranston High School East to observe the unique medical office worker program of that school.

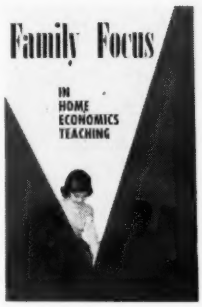
"Looking Forward to Guidance Services after 1962" was the general theme of the Southern National Association of Guidance Supervisors and Counselors Trainers Regional Conference held in Washington, D. C., October 19-21. Ata Lee, Program Specialist, Home Economics Education Branch, was a member of a panel which discussed "Two-Way Communication Between Guidance Services and Home Economics."

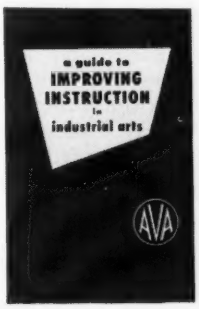
On October 28 in Cleveland, members of the Northeastern Ohio Trades and Industries Section of the Ohio Vocational Association heard an address by John P. Walsh, Director, Trade and Industrial Education Branch, on "Quality Programs for the Future."

Securing potential leadership for retail stores from the distributive education program was discussed by John A. Beaumont, Director, Distributive Education Branch, at a national meeting of the Variety Stores Association, in Washington, D. C., October 17. Mr. Beaumont called attention to the success some major companies have had in securing store manager trainees from high school cooperative programs under an organized plan which leads to the career objective of store management.









AVA Publications

★ *Developing Educational Specifications for Vocational and Practical Arts Facilities.* How to gather and prepare information required by architects to design adequate facilities. 48 pages, $1.00.

★ *Area Vocational Education Programs.* Here's the what, the how and the why—with new legislation interpreted by experts. 40 pages, 35 cents.

★ *Golden Anniversary Issue of the American Vocational Journal.* Fifty years of vocational education described and analyzed in a definitive issue of AVA's monthly magazine. 120 pages, $1.00.

★ *Chart Your Professional Course.* Good reasons for becoming a member of AVA. An introductory leaflet. Free.

★ *What Makes Education Vocational.* How the two are connected—explained by J. Fred Ingram. 10 pages, 10 cents.

★ *Administration of Vocational Education at State and Local Levels.* What local and state directors of vocational programs should do. 22 pages, 10 cents.

★ *School Administrator and Vocational Education.* Questions and answers on the establishment of a vocational education program in a school. 24 pages, 10 cents.

★ *Definitions of Terms Used in Vocational and Practical Arts Education.* AVA leaders prepared these explanations of important terms used in vocational education. 24 pages, single copies 25 cents, five copies $1.00.

★ *Your Public Relations: A Guide to Vocational Educators.* Practical information on developing all media for the goal of good community relations. A wonderful book! 88 pages, $1.00.

★ *Vocational Advisory Committees.* How to arrange them, how they can be useful to a school system. 32 pages, 25 cents.

★ *Vocational Education for American Youth.* What we are and what we are aiming for. 16 pages, 10 cents.

★ *A Guide to Improving Instruction in Industrial Arts* gives objectives, shop experiences, discussion of design, philosophy of teaching. 12 instructional areas. 120 pages, 50 cents.

★ *Salary Incentives for Teachers of Distributive and Industrial Education.* How to revise salary schedules to attract good teachers. 42 pages, 10 cents.

★ *A Tale of Two Teachers.* How to be a good—and bad—agricultural teacher.. 13 pages, 10 cents.

★ *Home Economics Education for Out-of-School Youth and Adults.* Conducting adult education in the home. 16 pages, 15 cents.

★ *Family Focus in Home Economics Teaching: Examples in Different Areas.* Twelve family-centered teaching situations, for teachers and future teachers of home-making. 36 pages, 15 cents.

★ *Evaluative Criteria for Distributive Vocational Education.* A checklist of adult and part-time distributive education programs. Tells just what to look for. 36 pages, 35 cents.

AT KENT STATE WITH DELTA

Shop teachers go to school

Delta expert shows how minor adjustments can help keep tools in top operating condition, prevent delays due to breakdowns.

DELTA PM SHEETS—Parts Maintenance Instruction Sheets are included with every Delta tool delivered—contain handy tips on routine machine care in addition to exploded diagrams for easy identification of parts. PM Sheets cover Delta's 63 machines, 302 models, over 1400 accessories.

Recently Kent State University conducted a School Shop Equipment Care and Maintenance Workshop as part of a graduate program in teacher training. Delta played a key part in this program by providing the assistance of two factory-trained specialists to act as "professors of machinery." Teacher-students were instructed in normal maintenance adjustments and repairs and given the chance to disassemble and reassemble equipment. By solving actual breakdown problems, teacher-students learned tool nomenclature, schematic interpretation and ordering of parts.

This is typical of the cooperation and service Delta has rendered in serving the school field for over 31 years. Your nearest source for the finest, safest tools your students can use—the same rugged, economical tools used throughout industry—is your Delta Distributor. He's listed under "TOOLS" or "MACHINERY" in the Yellow Pages. Call him soon . . . and for FREE Delta catalog write: Rockwell Manufacturing Co., Delta Power Tool Division, 414M N. Lexington Ave., Pittsburgh 8, Pa. In Canada: Rockwell Manufacturing Co. of Canada, Ltd., Box 420, Guelph, Ont.

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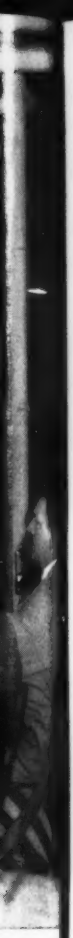
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